eLearning Evaluation Checklist

In creating this checklist, I utilized multiple assigned articles, research articles, and the Universal Design for Learning Guidelines. When a reference is directly used or heavily influenced by a line, I cited it with APA 7 and included the resource in my references list.

Course Objectives – 10 %

- The objectives or purpose of the course are clearly defined for the learner.
- The objectives are measured in the training module or an attached assessment.
- The objectives are revisited at the end of the course to remind the learner of what was learned.

Course Structure 10%

- If the course is longer than 10 minutes, it is broken down into shorter modules each focused on a single objective or component.
- The learner has some element of control of pacing or order in the course.
- For courses that contain multiple modules, the layout is clear and easy for the learner to navigate.

Course Content – 20%

- All content is presented with narration and graphics.
- The content on each screen is necessary for the content and slide objective.
- There is a higher ratio of organizational and explanative graphics which are more effective over decorative and representations (Cavanagh & Kiersch, 2023).
- Features that utilize the signaling principle, such as highlights, arrows, and other visual indicators, are present to direct the learner's attention to significant information (DeBell, 2019).
- Written content is accessible to all learners following Universal Design for Learning consideration 2.1. This includes key vocabulary and jargon defined, idioms and slang are converted to plain English, support of new or complex terminology is supported (CAST, 2024).
- Content has been reviewed and approved by a subject matter expert or has be checked and verified accurate by designer (Pappas, 2026).

Course Fonts, Graphics, Audio, and Video (Pappas, 2026) **– 20%**

- Brand fonts are used. When brand fonts aren't available for use, similar font families are used.
- Fonts are legible with size and typeface.
- Fonts are consistent throughout the course and contain minimal font families.

- Brand colors are used. If course isn't part of an organization brand, it has a color scheme that is used consistently throughout.
- All colors for graphics, backgrounds, and fonts pass the WebAIM Contrast Checker at least at the level AA (WebAIM, 2026).
- Graphics and images used are high quality and not pixilated.
- All images are owned by the designer or organization or have been licensed or purchased legally. (Pappas, 2026).
- All video narration and animation are properly synced with content to align with the temporal contiguity principle (Pappas, 2026).
- All audio narration is a human voice or an AI that closely resembles an authentic human voice (DeBell, 2019)
- All audio and video is owned by the designer or organization or have been licensed or purchased legally. (Pappas, 2026).
- All audio and videos can be controlled by the learner in terms of start/stop, volume, and playback speed (Pappas, 2026).

Assessments and Evaluations – 20%

- The learner is tested throughout the course through formal or informal assessments (Pappas, 2026).
- If a final assessment is included, it ties back to the learning objectives.
- All questions in assessments are connected to content in the course. No questions should be based on new content.
- An evaluation to obtain learner feedback for a level 1 evaluation is included.

Course Accessibility and Interactivity – 20%

- Players used for the course have functionality turned on to display content and resources being used with non-relevant functionality hidden or removed.
- All links have been checked and are functional.
- All buttons and other clickable items have been checked and are functional.
- There is a method or functionality for the learner to report a broken link or non-working functionality.
- Course been tested by multiple users to ensure full functionality.
- If the course will be taken on multiple devices, it has been tested on each type of device.
- Course structure has been tested and works if a learner is moving forward or backward through the course (Pappas, 2026).

References

CAST (2024). Universal design for learning guidelines version 3.0 [graphic organizer]. Lynnfield, MA: Author.

Cavanagh, T. M., & Kiersch, C. (2023). Using commonly-available technologies to create online multimedia lessons through the application of the Cognitive Theory of Multimedia Learning. *Educational Technology Research and Development*, *71*(3), 1033–1053. https://doi.org/10.1007/s11423-022-10181-1

DeBell, A. (2019, December 11). How to Use Mayer's 12 Principles of Multimedia Learning. *Water Bear Learning*. https://waterbearlearning.com/mayers-principles-multimedia-learning/

Pappas, C. (2026, May 14). The Ultimate eLearning Course Design Checklist. *eLearning Industry*. https://elearningindustry.com/the-ultimate-elearning-course-design-checklist

WebAIM. (2026, June 8). *Contrast Checker*. WebAIM Web Accessibility in Mind. https://webaim.org/resources/contrastchecker/